



**THE EFFECT OF APPLYING OUTDOOR ACTIVITY ON THE
STUDENT'S WRITING ABILITY IN DESCRIPTIVE TEXT AT SMP
IT SUARA DA'I MUDA LANGKAT IN ACADEMIC YEAR 2020/2021**

A THESIS

**Submitted to faculty of Tarbiyah Science and Teacher Training State
Islamic University of North Sumatera Medan as a Partial Fulfillment
of the Requirements for the Degree of S-1 Program**

By :

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHING TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2020



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Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk di munaqasyahkan dalam sidang munaqasyah skripsi Fakultas Tarbiyah UIN-SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

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SURAT PENGESAHAN

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TEXT AT SMP IT SUARA DA'I MUDA LANGKAT.**

Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat di buktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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Yang membuat pernyataan



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ABSTRACT



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The Title : “THE EFFECT OF APPLYING OUTDOOR ACTIVITY ON THE STUDENTS WRITING ABILITY IN DESCRIPTIVE TEXT AT SMP IT SUARA DA’I MUDA LANGKAT”

Keyword: Writing ability, Descriptive Text, outdoor activity method

The study was intended to understand the effect of the Outdoor Activity approach on the writing capacity of the students observed and evaluated by seventh-grade students at SMP IT Suara Da'I Muda Langkat. Experimental study design was the approach used. The population in this study was seven SMP IT Suara Da'I Muda Langkat grade students. The researcher took all of the population of seven grades, there are two classes and divided them as experimental and control while taking the sample of this study. In the experiment, there were 25 students and 25 control students. The researcher taught in the experimental class using the Outdoor Activity technique and taught in the control class using the Lecturing approach. The investigator used pre-test, treatment, and post-test. The experimental class increased from 56,40 to 75,80 by 19,4 points, while the control class increased from 49,60 to 65,60 by 16 points. The researchers found that the value of Sig was determined by using SPSS V22 in the post-test of the experiment and control class. It was 0,000 in the T-Test (2tailed). It was lower than 0,05 ($0,000 < 0,05$), so there was a substantial distinction between the class of the experiment and the class of the monitor. In other words, by using the Outdoor Activity approach, the achievement of the students in writing is more successful than the method of lecturing.

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin, all praise be to the presence of Allah Almighty, the most gracious and the most merciful, who had given the researcher love, blessing, health, patience, strength and because with his grace, the preparation of this thesis can be completed properly. Sholawat and greetings are always poured out to the Prophet Muhammad SAW and his family, and his companion, I hope the intercession will always be with us and hopefully the light of knowledge will always shade us, Aamiin.

This thesis entitled:” The Effect of Applying Outdoor Activity on the Students’ Writing Ability in Descriptive Text at SMP IT Suara Da’I Muda Langkat is a small creation was created by me to fulfil the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah and Teacher Training Faculty, State Islamic University of North Sumatera Medan.

I tried to present the best thesis so that it can be developed into a better thesis. I realize that in the process of preparing this thesis there are many difficult and obstacles. So, in this valuable chance, I want to express my gratitude and appreciation to a lot of lecture, family, friends and institution who have contributed in the different ways. Therefore, I would like to extend appreciation to all of them, especially to:

1. A proud of gratitude is directed specially for my beloved parents, my mom, may Allah Forgive him (**Siti Komariyah**) and my father **M. Salim Syafi’i** for their uncounted prayers, the unstoppable

supports, advices and suggestion that can made me finished my study in Sarjana Pendidikan UINSU as soon as possible.

2. **Prof. Dr. Syahrin Harahap, M.A** as a new rector of State Islamic University of North Sumatera Medan (UIN SU)
3. **Dr. Mardianto, M.Pd**, as the Decan of Tarbiyah Faculty and Teachers' Training at State Islamic University of North Sumatera.
4. **Yani Lubis, S.Ag, M.Hum** as the head of English Educational Department.
5. **Reflina, M.Pd**, as the secretary of English Educational Department.
6. **Dr. H. Syaukani, M.Ed. Adm**, as my first advisor who had given much of his time, suggestion, and his knowledge in preparing and finishing this thesis. "thank you very much sir for guiding and encouragement in process of this thesis".
7. **Drs.H. Achmad Ramadhan,MA**, as the second advisor who patiently guided and helped me to finish my thesis." Thank you very much sir for guiding and consulting me".
8. All of lecturers in English Educational Department for the science and thought which had been given to me during study at English Educational Department.
9. **Drs. Adenin**, as the headmaster of SMP IT Suara Da'I Muda Langkat who had given me the permission to conduct the research at that school.

10. **Milawati S.Pd** as the English teacher of SMP IT Suara Da'I Muda Langkat and **M. Darussalam** who given the great participation and help me during the research.
11. My best deepest appreciation and love are dedicated to my beloved family; my brothers (**Muhammad Abdullah, Lukman Nul Hakim, and Abu Bakar siddiq**), my Sisters (**Siti Aminah, Siti Maysarah, Syaima oul Audady, Lou-lou in Syarqiyah and Salmiyah**), who always give me their endless love, pray, and support me in all aspect for finishing my study. It was reason that make me motivated better finished my skripsi as soon as possible.
12. All of my family in **Kheymah Al-Mufarridun**, thanks for pray and support.
13. All of my friends in English Educational Department, especially **PBI-2, 2016** who had always given much support, laugh and every togetherness that never forget.
14. My best, **Nurul Azhari and Mentari Rizki Fatihah**, I love both, thanks for given much love, time, support, pray and remind me to graduate as soon as possible .
15. And I would like to thank to **Anita, Alfa, Imay, and Indah** thanks for being peace and awesome. And also thank you for **Nana** who be my partner in finishing SPSS program in my thesis and always be patient in guiding me to do it well.

16. And special thanks to **Muhammad Taufik Al-Hariri**, who always support and help me to finishing my thesis.

17. Last, but not least, to all people who help me whose name cannot be mentioned one by one, I can only say “thank you very much”. May Allah gives the blessing to all of you.

Furthermore, I would like to express my best gratitude for all of people who love and help me. Finally, I hope my thesis will be useful for the readers, especially the students of English Education Department who want to conduct similar research. May Allah the Almighty bless of us.

Medan, 7 Januari 2021

Abirah Tuz Zahrah

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CHAPTER 1

INTRODUCTION

A. Background of Study

English is one of the subjects that students at some stage of education, such as elementary and upper intermediate levels, study. English requires four language skills: listening, speaking, reading and writing, which should be learned if anyone wishes to learn English successfully. Writing capacity is one of those four elements that the instructor must think about. The key position in most English language courses is writing. The explanation for this is that, for occupational or academic purposes, there are many people who need to learn to write in English. People must have strong writing skills to write well. More and more, people who want to compose an essay or a story need to consider the steps in the process of writing and the writing element. The author must be able to arrange the definitions, to construct the sentences, to use punctuations and spelling well. In addition, they must be able to organize their writing into a concise and coherent paragraph, since it is a very complicated ability to compose.

Thus, learning to write well is not an easy job for English teachers. The problems in the teaching writing process are also noticed by students. The writer found some difficulties faced by the students in writing, according to the pre-interview of this study that was held on 3 March 2020. The writer asked the teacher some questions in the pre-interview, the questions deal with the general condition in the teaching process of English content, particularly in the written subject, about

the students and their involvement, and also the strategy used in writing by the teacher. The teacher offers some arguments, which are as it knows that for some reasons the students consider writing skills difficult, one of the reasons is that students typically have trouble beginning their writing. This contributed to the waste of precious time for many students just to get started. In addition, the student has trouble creating a good structure and text part for the paragraph. They were confused because they had no inspiration to create paragraphs. They had less knowledge of the notion of the meaning and type of text associated with writing practices. Besides the pre-interview, the writer also saw the method of teaching. Some of the students walk around the class, when learning processes are going, looking out of the window. The students felt bored with studying indoors or in the classroom, they wanted writing inspiration. By taking the real things or coming to the real things, the students need a real idea that the students can get more than a sentence to write.

The writer performs an action analysis using outdoor activities on the basis of problem recognition in the field of science. The writer is supposed to be a teacher who can inspire the students to learn the materials, pay attention to the lesson, and not get bored.

Outdoor operation implies tasks that are carried out away from society, out of the house or building in nature. Outdoor classroom activity, according to Nundy, is an outdoor academic capacity that can be advanced in the inherent circumstances

for educators in a dependent study area. students and masses obsessed.¹ In teaching an outdoor classroom activity, all subjects may be lectured. Outdoor sports are activities that individuals should do to lose the feeling of boredom. It is more interesting than indoor sports, because outdoor activities are carried out. We will get more inspiration to learn something when we are outside. Students will get ideas for their writing in the outdoor classroom because they can see the item they're going to depict, besides feeling comfortable outside. While students spend every day outside, students have several ways to enrich the purpose of the course and promote the growth and acquisition of the student.

Outdoor activities are an educational activity, according to Howard, in which a school group leaves the classroom and goes to the real source of information in the neighborhood. Outdoor events provide the curriculum with breadth and make an important contribution to the physical, personal, and social education of students.² The main objective of the outdoor learning research is to enjoy the learning process and improve the writing abilities of the students. The students will write about their writing and understand it. Outdoor activities can be used for the instructor, especially in teaching writing, as referenced in the learning process. Students are required to be involved in these goals and to help them reach their writing goals to the fullest and to help the teacher successfully teach writing.

¹ IJECA (*International Journal of Education and Curriculum Application*), vol.2, no.3, December 2019,p.36-43

² Journal House of Commons Education and Skill Committee: Education Outside the Classroom, (London: The Stationery Office Limited, 2005), p.7

Based on the above explanation, the author was interested in conducting a study entitled "The Effect of Applying Outdoor Activity on Descriptive Text Writing Ability of Students at SMP IT Suara Da'I Muda Langkat."

B. The Identification of the Study

The problem can be defined as follows, based on the context of the study:

1. Students have some learning challenges, especially descriptive paragraphs.
2. The students have some thoughts to write, but because they lack vocabulary, they can not articulate their idea in their head.
3. The capacity of students to write descriptive paragraphs is still limited.
4. Typically, instructor uses the form of lecturer (expository method) or conventional method

C. The Limitation of Study

In writing skills, especially in descriptive paragraphs, this research is limited. Outdoor activity is the operation. The author restricts the study of this research to SMP IT Suara Da'I Muda Langkat students.

D. Formulation of Study

The researcher formulated the problem into a research question on the basis of the research problem above, as follows:

“Is there any major impact of using outdoor activity in descriptive text on students' writing ability?”

E. The Objectives of Study

The goal of the study is "to find out the significant impact of using outdoor activity on the writing ability of the student in descriptive text," based on the above formulation.

F. The Significance of Study

There is hope that the results of this analysis will be useful for:

a. Theoretical Perspectives

- 1) The outcome of the study is used not only for writing descriptive text, but also for other materials to enhance the teaching learning process.
- 2) For those who want to perform a study about writing narrative text, the outcome of this study may be used as a guide.

b. Practical practice

- 1) Hopefully, for English teachers, this study can be useful as a tool for students in teaching and learning activities, so students do not feel bored and hopefully the teaching and learning process will become more enjoyable and successful.
- 2) Hopefully, for students, the outcome of this study is supposed to be helpful and can increase their curiosity and motivation by using the outdoor activity in literature.
- 3) Researchers hope that this study will be useful for researchers and others who can provide information as guides in the same field to other researchers.

CHAPTER II

LITERATURE RIVIEW

A. Theoretical Framework

This chapter deals with the hypotheses relating to the problem's title and formulations. Theories need to clarify certain ideas or terminology that are applied in the analysis while carrying out this review. To prevent misunderstanding, the words must be explained. There is a literature analysis of this study and it is discussed as follows:

B. Writing

1.1 Definition of Writing

Writing is the act of pouring into writing words the thoughts in their minds. During the writing process, people use words to express their thoughts or ideas in written form in order to communicate with each other.

Writing is the important thing to learn in the holy Al-Quran, and there we see that the life of writing is surah in Al-Quran, which is surah;

Qur'an surah Al-Qalam: 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

Meaning: “Nun, by the pen and by the (record) which (men) write.”³

Then, Qur'an surah Al-Alaq: 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Meaning: “Who has taught writing and how to write with a pen. (4) He taught man what he did not know (5).”⁴

Allah explains on the basis of the verses that He taught man (The Prophet Muhammad Saw) with a pen (Qalam). Whereas, with a pen, people can write to the next generation and transfer their experience. The understanding would be lost if there are no writings, religion track, will not be relaxed. Since writing includes thoughts that will be shared, wishes, and expressions. Through writing, we can explore the whole concept of being an essay, paragraph or text on our mind and making us understand something different.

Prophet Muhammad SAW says:

إذا سمعت شيئاً فاكتبه ولو في الحائط

³ Abdullah Yusuf Ali, 2002. *The Holy Qur'an : Text, Translation, English Translation with Commentary & Notes*. New Delhi (India) : Kitab Bhavan. p. 1580

⁴Ibid.p,1584

Meaning: “when you hear something (from knowledge) then write down even on the wall.” (HR.Abu Khaitamah dalam ilmu Al-Ilmu no.146)⁵

Writing is one of Science Glue's connector media. Therefore, information does not vanish. Besides listening, speaking, and reading, writing is the most critical skill to develop in language learning. In the form of letters, symbols or sentences, writing is the representation of language.⁶

Without writing, we will not know and know the traces of a past civilization. Writing gives a hue and marker about the characteristics of a civilization.

Writing can be a way to advance a civilization. Therefore, the presence of online media, which provides great opportunities for writing, needs to be appreciated as an effort to advance civilization. It is also narrated, from Abu Hurairah RA said:

مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَحَدٌ أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي، إِلَّا مَا كَانَ مِنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو، فَإِنَّهُ كَانَ يَكْتُبُ وَلَا أَكْتُبُ

Meaning: “there is no one of the companions of the Prophet Muhammad SAW, who has the most (narrated) hadith from him (Muhammad saw) apart for me, expect

⁵ <https://islami.co/rasulullah-saw-menganjurkan-untuk-menulis>

⁶Utami Dewi,2013. *How to Write*, Medan: La-Tansa Press, P.2

from Abdullah bin Amr, because he used to write, whereas I did not write.”
(HR.Bukhari no. 113)

Writing is a method of thought, a transaction with a physical act accompanied by words. It is expected that the students will be able to communicate both in oral and written form in English. Using genre dependent on approach, the ability to write is taught. Students are exposed to such genres and taught through the reading text model, where the social role, generic structures, and language characteristics of the genres are specifically taught.⁷

Pradiyono stated that, Writing is a form of linguistics competence expressed in written language.⁸ Writing is an action phase in which ideas are found and arranged, put on paper and reshaped and updated.⁹ The writer assumes by writing that there are four goals to accomplish one will have the opportunity to document the observation and thoughts to analyze and elaborate these thoughts to improve his own thinking powers and to communicate the outcome of these thoughts as simply and fully as possible to the other people.

Writing is a method in which people want to present their minds with thoughts in written language. People use the phrases in a writing process to express their emotion, concept, or purpose in writing to communicate with each other. By

⁷Deasy Yunita , 2017. Students’ Abilty In Writing Descriptive Texts For First Students Of SiyasaH In The Syariah And Law Faculty, *Journal of Language, Literature and Education* Vol. XII, No. 12.p.2

⁸Pradiyono,2006. *Writing Clues for Better Writing Competence*, Yogyakarta, Andy Offset, p.11.

⁹Alan Meyers. 2005 .*Gateway to Academic Writing: Effective Sentences Paragraph and Essay*, New York : Longman.p.1

organizing thought into a good arrangement of written text, it communicates ideas or data.

The researcher concludes from the above description that writing implies the writer's ability to convey thoughts, what we see, feel and think in written language to support communication behaviour in the use of language.

1.2. Writing Process

According to Hammer, there is a process involved in creating a written matter and the procedure may be influenced by the material (subject matter of the writing, form of writing, and the medium in which it is written. There are four elements of the writing process.¹⁰

1.2.1. Planning

Students should try to determine what they are going to write before beginning to write or type. This may mean making extensive notes for certain writings, and a few jotted words may be adequate for others. Students have to consider the purpose of their writing when preparing, since this will impact (among other things) not only the text they want to create, but the vocabulary they use, as well as the data they want to use. Secondly, the audience they are writing for should be concerned, as this will not only affect the shape of the writing (how it is laid out, how, the paragraphs are structured, etc), Language preference, but also whether it is formal or casual in tone, for instance. Third, the material structure of the piece

¹⁰Jeremi Harmer,2004. *How To Teach Writing* . England : Longman, P.3-5

should be considered by learners, i.e. how best to sequence the evidence, suggestions or arguments they have chosen to include.

1.2.2. Drafting

The draft is the first edition of a published piece. This, on the presumption it will be amended later, is always done first "go" at the text. A variety of drafts may be generated on the way to the final version as the writing process progresses into editing.

1.2.3. Editing

Typically, after the students have created a draft they read through what they have written and see where it doesn't, the order of the data may not be obvious. Perhaps the manner in which something is written is vague and confusing. They can then transfer paragraphs or write a new introduction around them. They can use a word other than a word for a specific sentence. Other readers (or students) who comment and make suggestions also assist with reflection and revision. The response of another reader to a piece of writing may assist the author to make suitable revisions.

1.2.4. Final Version

Once students have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

1.3. Purpose of Writing

They write for a cause or purpose any time the learner writes. Without a justification for doing so, it is impossible to imagine someone wanting to write something. To demonstrate this essential point of purpose, complete the following task in full. It will help to make important decisions about what sort of paragraph to write, to define all the purposes for a specific writing project, What data to include, and what data to leave out. They would also be inspired to write clarity and authority by providing a clear sense of intent. You should be aware of three levels of intent for any writing that they do:

1.3.1. General Purpose

The object of all writing is, in the broadest sense, to convey knowledge or ideas. In addition to this, for much of the writing we do, we can define the following general purposes.¹¹

- Inform: Provide information on a particular problem or subject.
- To educate: In order to expand someone's awareness or experience, a human development course textbook could provide an in-depth discussion of the emotional development stages in children.
- To entertain: To have entertainment for pleasure. A celebrity magazine, for example, might share gossip about the wedding of a star.

¹¹Chris Juzwiak, 2009. *Stepping Stones A Guide Approach To Writing Sentence And Paragraphs*, New York : Bedford/St.Martin's, p.18

- To Inspire: To influence or encourage others positively. An essay on the obstacles and rewards of running a marathon, for example, could inspire others, if not run a marathon themselves, to appreciate the effort.
- To persuade: To suggest that there should be some action taken.

1.3.2. Specific Purpose

We need to pick the specific details or concepts you want to convey to your audience once we have defined the general purpose for our writing project. There's a lot of details you can include about yourself, so you're going to have to narrow down your options and choose a particular reason.

1.3.3. Personal Purpose

Many of the writing you do, as a student or an employee, will include writing. In order to pass a class or retain your work, this is writing that you have to complete. Often, because you might have little personal interest in the subject, it is hard to feel inspired to do the necessary writing. To remain encouraged while doing the requisite writing. Identifying a personal reason that may or may not be relevant to the subject that you are writing about is a good idea.

Any written language has a meaning for the writer or the reader, based on the description above. The student has to consider the intent of their writing, and the language they use and the data they use can also be generated.

1.4. Genre of Writing

Writing has several styles of text that are determined by the genre. Text form and intention, or the writing of the text. This is because the genre refers to abstract ways of using language that are socially accepted. It is founded on the assumption that members of a group typically have little trouble identifying similarities in the texts they often use and are able to read, understand and even write them reasonably easily using their repeated experiences with those texts.¹²

Sex is a notion for many people that helps to organize the commonsense categories we use to categorize texts and the circumstances under which they occur. We may understand that genre is a kind or type of text based on the explanation above. We can construct suitable texts by using gender, which can be easily understood by others. There are several texts taught in junior high school on the basis of the curriculum. They are process, descriptive, narrative, narrative, article, news story, exposure to analytics, and analysis.

There are nine types of genres, according to Pardiyo: narrative, descriptive, process, accounting, interpretation, debate, study, anecdote, exposition.¹³ Each genre has a variety of features and particular objectives that distinguish it from other genres. This study focuses on descriptive writing among those styles of genre in writing.

¹²Science Direct,2007.Genre Pedagogy ; *Language,Literacy and L2 Writing Instruction* Journal of Second Language Writing.p.149

¹³Pardiyo,2007. *Teaching Genre – Based Writing*. Yogyakarta : C.V Andy Offset.p.246

- Narrative Text, which can be insightful or fascinating, tells world events, which can be past world events or current occurrences.
- Recount Text, which includes the chronology of past-time events.
- Text of the article, containing current presentation of information about a Data presentation-supported thing or reality, characteristic definition Classifying or tabulating.
- Text for discussion, latest knowledge or views on a current hot debate Issue, which is contentious at times. The text is normally concluded with a conclusion or suggestion based on data submitted after Providing ample arguments for the contentious issue.
- Explanation Text, according to the character, the process, describes a thing or object.
- Exposition Text, contains of an argument, point of views, a matter or a certain thing.
- Procedure Text includes instructions on a sequence of actions or a do-a-thing procedure.
- There is a sense or shares in Anecdote Text about an absurd, shameful, amusing, very unusual, or exceptional even.
- Descriptive Text, has function to describe a certain person, place or thing.

1. Descriptive Text

2.1. Definition of Descriptive Text

Description is a form of writing that attempts to place an image in the mind of a reader. It shows you how it looks, sounds, tastes, absorbs, or even feels. Definition is a text that comprises two elements, namely description and identification. Identification is the identification of the object to be described, while the description defines the components, characteristics and characteristics of the part of the object.¹⁴

Descriptive text is a type of genre that should be accomplished by senior high school students. Formulation or descriptive, derived from the description of the word. Describe means to draw, illustrate or imagine an object, a location, an individual in order to give the mentioned object a visual appearance.¹⁵

The descriptive text is a text includes different elements, namely identification and definition. The identification is for the object to be mentioned to be identified. The definition describes the parts, attributes, and features of the object's components. The descriptive text consists of five components: method, event, entity, person and place are identified.

2.1.1. Describing a person

The first thing we do when describing a person is to consider his or her individual characteristics. There are areas of physical characteristics (hair, eyes), emotional (warm, nervous), moral characteristics (selfish, trustworthy, worthy,

¹⁴Sanggam Siahaan dan Kisno Shinuda, 2008. *The English Paragraph*, Yogyakarta: Graha Ilmu, p.90.

¹⁵Dirgeyasa, 2014. *Writing a genre based perspective*. Unimed Press, Medan. Page.03

acceptance), and intellectual attributes that will need to be identified (cleverness, perception).

2.1.2. Describing a process

It is important for the writer to know and understand why something has happened and achieved to explain a process in descriptive prose. That is why the author should accept the steps for the illustration the concept to be completed.

2.1.3. Describing a place

The best way to explain a position is through the presentation of concrete. Something sort of like a school, a garden field. In addition, the design and consistency of the space concerned must be defined.

2.1.4. Describing thing (object)

The best way to identify a specific object, such as colours, forms, etc. The writer can probably demonstrate the whole picture and event on it for.

2.1.5. Describing an event

Describing an activity clarifies all the exhibition information clearly. Students should be able to recall and remember the whole incident and allow a scene or a memorable situation to be portrayed.¹⁶

2.2. The Generic Structure of Descriptive Text

¹⁶D Jooly, 1984. *Writing Task*, New York: Cambridge University, Page. 470.

A package of events in a text is a common structure or conceptual system. It will illustrate how the phases go through to achieve the goal. Common Structure, split into two parts. They are:

- Identification: the occurrence to be mentioned is defined, and
- Definition: description of objects, attributes, features

2.3. The Social Function of Descriptive Text

Descriptive writing's social purpose is essentially to define a person, location, or thing in such a sense that an image is created in the mind of the readers. By using some of your five senses, recording an occurrence by descriptive writing requires keeping careful attention to the material. Our goal is to expose a subject through vivid and carefully chosen descriptions, whether we describe a person, a location, or a thing. This means that there are three elements in descriptive writing that can be identified. The three are object or place, person or entity, and idea.

2. Outdoor Activity

3.1. definition of Outdoor Activity

Then according Miskimmin, outdoor activities are a fascinating way of offering tremendous learning and personal development opportunities. Although Hornby also said outdoor activity was an activity carried out outside a house or

estate.¹⁷ Outdoor activities indicate the activities of students which are carried out in the classroom, whether it's in the school yard, the city park, the zoo, the field, or outdoor activities, probably mean processes that are carried out away from society in nature.

Furthermore, the outdoor activity is a committee and dynamic activity according to Rickinson claims, which influences a wide variety of educational activities in several different environments. Outdoor activity training, field observations, nature studies, active recreation, nature education, environmental studies, experimental education, and farming education are important examples.

In addition to moving the lessons outside the classroom, education outside the classroom is decided to carry out by inviting students to integrate with nature and perform several activities that lead to changes in the behavior of the students towards the environment through stages of awareness, understanding, accountability, and action or behavior. Outdoor activities in the form of games, stories, sports, tests, competitions, environmental case recognition, and environmental discovery.¹⁸

The researcher concludes from the above description that outdoor activity is an activity to learn that some students study in outdoor classrooms so that they are not bored and need to be motivated by experiences.

¹⁷Hornby, A. S. 2003. *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University Press,p.

¹⁸ Hasanah, *Outdoor Learning* (Yogyakarta: Pinus Group 2011) p.5

3.2. Outdoor Activity method

This method emphasized on interaction other people, project, and discussion. The method of outdoor activity will assist students to compare what they already know to what they are supposed to learn and to develop new information from the study and synthesis of this learning process. There are four kinds of methods used in this methodology, which are:

- Problem-based learning is an educational approach that allows students, rather than learning solely through lectures or textbooks, to explore solutions to real-world issues on their own or in groups. The aim is to acquire a necessary collection of skills and improve problem-solving skills that are required for lifelong learning and to help students develop the skills they need to fully investigate a problem-based learning situation.¹⁹
- Project-based learning, is a comprehensive analysis of a real world subject appropriate of the attention and commitment of children.²⁰ Project-based learning can include individual teachers or teams of teachers from multiple backgrounds working together to help students create real-world items or projects and can cover a number of school term, several weeks or a whole semester.²¹

¹⁹Smith, B. P. (2010). : Instructional Strategies in Family and Consumer Sciences: Implementing the Contextual Teaching and Learning Pedagogical Model, *Journal of Family & Consumer Sciences Education*. Vol. 28, No. 1, p.27

²⁰Ibid, p.28

²¹Ibid, p.27

- Inquiry-based learning includes making observations; asking questions; reviewing books and perhaps other information sources to see what has been already understood in the light of research observations; using data collection, analysis and interpretation tools; offering responses, interpretations and forecasts; and providing feedback.²²
- Cooperative learning is the educational use of small numbers such that children participate with each other to enhance their own knowledge and that of each other.²³

3.3. The Step of Teaching Writing Descriptive by Outdoor Activity

An important part of the learning process is the place or context in which learning takes its place. In outdoor learning, there are three aspects of the learning process, the interaction between the individuals involved, the activities performed and the place where the learning takes place involves thought and consideration to optimize the opportunities for learning and to meet children's needs and expectations.

Before class begins, the teacher gives an instruction clearly the topic, then make a group work to interaction with another friends. After the students understand it, the teacher asks to go to out classroom. At out classroom the students ask by the teacher study in there about the topic in English and the students are

²²Ibid,p.29

²³Ibid,p.29

listen it. The students go back to the classroom with the teacher when the lesson is over.

This activity is technique to create “study community” in which communication with other friend, helping, and study to finding information. Then, the result of discussion from each group will be explain by speaking or writing form of report.²⁴

The place where people learn also allows them to relate their perspectives in a meaningful way to the world beyond them. Outdoor companies are offering a range of opportunities and spaces that are difficult to recreate in an indoor setting. The location or places of outdoor learning may include:

- Grounds or gardens for schools
- Areas of wilderness
- Spaces in urban areas
- Parks and parks, agricultural or urban farms
- Nature Centers/Field Research

Teaching and learning processes are not only achieved with several books on the table in the room with certain learning media, but teaching and learning processes can also be conducted outside the classroom (outdoor activity)

.3.4. The Strengths and The Weaknesses of Outdoor Activity

²⁴Suyanto, K. K. E. 2010. *English for Young Learners: Melejitkan Potensi Anak melalui English Class yang Fun, Asyik, dan Menarik*. Jakarta: PT. BumiAksara,p.97

According to Siti Asiah and Mintohari (2014: 4), there are several the strength and weakness of outdoor activity:

3.4.1. The Strengths of outdoor activity are as follows:

- The students can understand of the subjects
- The students can develop a curiosity
- The students used to work as systematically
- The students can process through observation
- The students know about the relationship of structural about object.
- The students can compare of the result with other student's

3.4.2. The Weakness of outdoor activity are as follows:

- The students like to gad in the outclass
- The students cannot concentration and unlessHow does the ways to cope this weakness:
- The teacher gives extra attention for the student andmaking group activity.
- The teacher have to be smart to choose the area place asenjoy as to learn.
- The teacher makes a schedule from the place, time, andaction.
- The teacher have to know that the area can invite andcannot invite for the students.

3.5. Kinds of the Outdoor Activity

According to Rickinson there are three kinds of the outdoor activity are as follows:

3.5.1. Fieldwork and Outdoor visits

Focus on learning experiences in outdoor areas such as field research centres nature centres, farms, parks or gardens, such as science, geography or environmental studies.

3.5.2. Outdoor Adventure Education

Focus on outdoor adventure activities frequently (but not always) in environments a significant distance from the daily environments of students, and typically with the primary objective of promoting personal and/or interpersonal development.

3.5.3. School Grounds and Community-Based Projects

Where learning events, such as cross-curricular and/or extra-curricular purposes linked to principles of personal and social education, take place in or near the school, active citizenship, health/environmental action or play.

C. Related Study

In the academic year 2017/2018, Mustika Khairani (2018) carried out research on "Implementing Outdoor Activities to Improve the Ability of Students to Write Factual Description" in class MIA 2 of SMAN 9 Pontianak. This study was performed in three cycles through Classroom Action Research (CAR). The tenth grade English teacher and 36 year-10 students in the class were the subjects

of this report. The researcher used field report, observation checklist, and the writing test of students to collect the data. The outcome showed that the introduction of outdoor activities increased the capacity of students to compose factual accounts. In addition, minds on Five Sense Writing in outdoor activities improved the ability of students to use the noun phrase with adjectives, as well as the Five Sense Writing action stage in outdoor activities may improve the ability of students to use the simple present tense.

In addition, by introducing the Action stage of Five Sense Writing in Outdoor Activities, the motivation of the students was strengthened. The acts of Five Sense Writing increased both the excitement and activity of the students. The writer then strongly recommends the teacher to introduce outdoor activities as one of several teaching methods, especially in teaching factual writing descriptive.

The purpose of the study is the similarity of the research above with this research (to enhance the writing abilities of students by using outdoor activities). The research, the theory used and the research design are the focus of the discrepancies between this research and previous research.

D. Conceptual Framework

This study aims to see the effects of outdoor activity on the writing capacity of students at SMP IT Suara Da'I Muda Langkat Class VII. In addition to its significance in the realities of the world context and the difference between the actual state of the teaching-learning process and the ideal condition, writing abilities were selected because of their writing capacity, which was considered severely

poor. In Indonesian junior high schools, the teaching and learning processes of English should be emphasized to help them interact both in written and oral English communication.

There are, however, several problems experienced by SMP IT researcher Suara Da'I Muda Langkat in class VII. In fact, I noticed that they had trouble introducing conventions for English writing, organizing text, applying grammatical mastery, using vocabulary and generating ideas. These problems seriously prevented them from being able to communicate using particularly written communication in English, because a good text cannot be constituted without adequate ideas, vocabulary and grammatical mastery, and a proper text organization and mechanics.

Writing descriptive paragraphs, particularly for junior high school students, is not an easy task to complete. It is understood that, even though they have learned how to write in English for years, many students still find it difficult to write. This is because it was difficult for the students to produce ideas and organize ideas into good descriptive paragraphs. There are several steps that students may use to compose informative paragraphs for outdoor activities.

The investigator admits that certain variables have triggered these issues. During the English lesson, the first aspect was linked to their low motivation. In addition, they were not used to writing in English and lacked writing confidence. Secondly, the teaching-learning approach did not allow them to learn to write. It was because it only offered a few chances for them to publish. The instructor was

aligned with the next aspect. Rarely did the instructor give them input. The last reason was that the school's teaching aids and services that were available were not used as much as possible to help them learn or improve their motivation.

E. Hypothesis

Based on the explanation of the theoretical and conceptual framework above, the hypothesis of this research as follow:

H_a = “There is a significant effect of using outdoor activity in teaching writing descriptive text.”

H_o = “There is no significant of using outdoor activity as teaching in writing descriptive text.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology of research, consist of location of the research, the population and sample, the technique of collecting data, and the technique of analysis data.

A. The location of the Research

This research conducted at class VII of SMP IT Suara Da'I Muda Langkat in 2019/2020 Academic year. This school is located in street Pasar III Tanjung Beringin Dusun VII Tanjung Mulia village, Langkat. The reason for choosed this school because the researcher found that the problem that the students writing skill is low and this school has a lot student's level especially in English subject. And same research never been conducted here.

B. The population and sample

1. The population

*Populasi adalah keseluruhan objek yang akan/ingin diteliti.*²⁵ (The entire object that will be researched is population). Population in general consists of subjects that have the consistency and characteristics of a certain to be analysed by the researcher and instead assumed.²⁶In conducting the research, we need the population. Bambang Suepomo said, population is all of the subject that pact target

²⁵Syahrum and Salim,2016. *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, Page. 113

²⁶Sugiyono,2013.*Metode Penelitian Pendidikan*.Bandung. Alphabta Grafindo.p.80

of the searching.²⁷ Population is a group of people where the researcher wants to draw conclusions after the researcher has collected field data.

*Untuk mengidentifikasi populasi target, peneliti perlu menentukan kasus mana yang dimasukkan dan mana yang tidak dimasukkan.*²⁸(To identified the target population that researchers need to set criteria to determine which cases are included and which are not included in the data). Based on the quotations, here are taken from all students of SMP IT Suara Da'I Muda Langkat.

Table 3.1

The Population of Research

No	Class	Number of students
1	VII-1	25
2	VII-2	25
Total		50

2. Sample

The sample is a part of the population that will be the subject of the report. The investigator used complete sampling when choosing the sample, since the population is less than 100. Such classes are divided into two classes, the class of

²⁷Soepomo. Bambang,1997. Statistik Terapan, Jakarta : PT. Rineka Cipta.,p.82

²⁸ Syaukani,2018. Metode penelitian pendidikan,Medan:penerbit perdana Mulya Sarana,p.35

experiment and control. Class VII-1 as the experimental class taught by outdoor activity and class VII-2 as the monitoring class are taught using the teaching process.

Table 3.2

The sample of the Research

no	Class		Students
1	VII-1(Experimental class)	X	25
2	VII-2 (Control class)	Y	25
	Total		50

3. The Design of the Research

In this research, quantitative research was carried out using quasi-experimental design in the study. According to Syahrurum and Salim, emergency analysis, which consists of statistical data, is quantitative research. This meant that the author gathered and interpreted the data statistically. The analysis used experimental design. Experimental design is a quantitative research design that attempts to explicitly link cause and effect between certain causes with issue or condition variables.

There are two sample classes of experimental testing, namely, the experimental class and the control class. Both are granted pre-test and post-test in the class. Each class is given a pre-test before administering the treatment.

Following the students' research on descriptive text, the post-test is given. The experimental class was taught using outdoor activity when lecturing method with either the control class. The research design will be showed as following;

Table 3.3

Design of Research

Group		Treatment		Class
Experimental group	Pre-test	Using outdoor activity	Post-test	VII-1
Control group	Pre-test	Using lecturing method	Post-test	VII-2

4. The Operational Variables

This research had two variables, they are Independent variable and dependent variable.

4.1. Independent variable of this research is outdoor activity method in teaching descriptive paragraph. This method applied to know the effect of outdoor activity technique on the students writing ability in descriptive paragraph in seventh grade at SMP IT Suara Da'I Muda Langkat.

4.2. Dependent variable is the students' writing ability in descriptive paragraph. It is hope that the students can express their idea in writing descriptive paragraph in English language.

5. The Instrument for Data Collection

A method must begin with a general overview of the tool to be used. For example, questionnaires, test scores for accomplishments, interviews. Data collection tools are typically important in all scientific studies. The researcher used descriptive text as the method for data collection in this study and it was administered either to experimental and control groups. The descriptive text will provide the score of the experimental and control group to find out and to see whether the writing skill of the students is relevant or not after teaching descriptive text using outdoor activity technique in the experimental group.

C. The Technique for Data Collection

1. Pre-test

The pre-test was given to both groups before doing the teaching presentation (experimental and control group). Until having the medication, the pre-test role is to know the mean scores of the experimental and control groups. The essay test was given to the students during the pre-test. The pre-test is performed before adding the outdoor activity to the analysis to understand the initial information.

2. Treatment

The treatment was given to the control class and the experimental class. Experimental class is taught by the process of outdoor activity and

control class is taught by traditional technique or lecture. The same material was used to teach both the experiment and the control class.

3. Post-test

The post-test was performed after completion of the therapy. The purpose of this test is to assess the differences between the mean scores of both the control and experimental groups. It is used in both classes to recognize the impact of presentation teaching.

D. Validity Test and Reliability Test

1. The Validity of the test

Validity is a measurement which demonstrates the degree of validity of the instrument used. The validity test refers to the degree to which the specific uses for which they are intended are fulfilled by the results of an assessment process. The legitimate instrument has a high degree of validity, while the other hands have a low level of validity, the instrument that is sufficiently valid.

In this research, we have known that the instrument given is valid or not by using SPSS 22. The research used the *Pearson Correlation*. The criteria of validity test are:

- If Pearson Correlation $> r_{tabel}$, so the test is valid.
- If Pearson Correlation $< r_{tabel}$, so the test is not valid.

2. Reliability Test

Reliability is a measurement to know how far the measurement result still consistent. If the mensuration done twice or more to the instrument.²⁹ The questions of reliability is the essay test by using *Cronbach's Alpha* in SPSS v.22. if the instrument is reliable, so it can conclude that:³⁰

- If $r_{hitung} > r_{tabel}$, so the table is reliable.
- If $r_{hitung} < r_{tabel}$, so the table is not reliable.

After done the validity test, so the next step is reliability test for the instrument used. To measure the reliability a variable will be done by comparing the value Pearson Correlation with r_{tabel} . If Pearson Correlation ($r_{hitung} > r_{tabel}$) so the instrument is reliable and if ($r_{hitung} < r_{tabel}$) so the instrument is not reliable.

E. Technique of Analysing Data

The study used the data from the student assessments to find out the outcome of the ability of students to write by using the method of outdoor activity implemented in the experimental class, and without the method of outdoor activity in the control class. The researcher performed the prerequisite data analysis after all student scores were obtained: normality and homogeneity. The test for normality and homogeneity was tested using SPSS 22. The researcher used t-test after evaluating the normality test and homogeneity test, to figure out the differences

²⁹ Anas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2012), p.55

³⁰ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2007), p. 87.

between the student score obtained from the pre-test and post-test in the experimental class and control class.

1. Normality Testing

The test for normality is to decide whether or not the data is normal. If the test score is more than 0.05, the data is normal.

- If data from $Lo < Lt$ = is standard,
- If data from $Lo > Lt$ = is not standard,

To count the normality test, the writer used SPSS, with the step below;³¹

- Open software SPSS. Enter all the data
- From the top menu, click Evaluate, select descriptive statistics, and click Explore.
- Shift the data from the Dependent List box on the left.
- Click Plot and make sure you pick none under the Plots box, remove any checklist under Descriptive, and tick Normality Plots with Test, and remove any ticks with Levene Test under Spread vs Stage. And click Proceed, and then click OK.

2. The Homogeneity of The Test

³¹ Andrew Garth.2008. *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do it)*. Sheffield: Sheffield Hallam University. p. 73

The homogeneity test is conducted to assess the similarity between two groups, whether or not the sample is homogeneous. There is a large test standard of more than 0,05.

In addition, to show whether there is a discrepancy between the skill of students who thought by the method of community outdoor activity, a criterion test was first carried out using the test of normality and homogeneity. The test was measured by the writer using SPSS to explain the difference or outcome of this study. The steps below:³²

- Open the software SPSS
- In the data view, enter the data.
- At the top of the menu, press Evaluate, select Compare Means, and then click ANOVA One-way.
- Move the experimental data into the dependent list, while moving the regulated class data into a factor.
- To open the Options dialog box, click on the option tab. In Homogeneity of variance measures, give a tick. Then, press continue, and then click OK.

F. Hypothesis Testing

Hypothesis testing aimed at evaluating whether the writing skill of the students taught by the approach of outdoor activity is better than without outdoor activity, using the t-test formula, the outcome of the test was evaluated. The t-test is used to see if in this study there is a distinction between two variables.

³² Andrew Garth. *Ibid*.p.71-72

Furthermore, the researcher used SPSS 22, independent-sample t-test troughs were performed for T-test. And here are the measures for the data analysis of SPSS 22;³³

- Open the program SPSS
- Then, press Variable view, and then type a name such as class and score, and then the class name is distinguished into two types in the Values; experiment class as 1 and regulated as 2.
- Then click Data View and insert the data, analyze it, pick Compare Means, and then click T-test Independent-Sample.
- Shift the score to the Evaluation Variable column and move the class to the variable classification. Click Proceed, then click OK..

G. Statistical Hypothesis

The statistical hypothesis in this research is:

$$H_o : \mu A = \mu B$$

$$H_a : \mu A > \mu B$$

In which:

A : Outdoor Activity strategy

B : Lecturing Method

- For above statistical assumptions mean:

³³ Andrew Garth, *ibid.* p. 45-46

- If a substantial degree of t-test (t_o) < t-table (t_t) is 0.05 (5 percent), H_a is rejected and H_o is accepted.
- If t-test (t_o) > t-table (t_t) has a substantial degree of 0.05 (5%), H_a is approved and H_o is rejected.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research location, data description, data analysis, and discussion.

A. Research location Profile

This research was conducted at the SMP IT Suara Da'i Muda Langkat. Here, the little description about SMP IT Suara Da'I Muda Langkat:

1. Historical Background of SMP IT Suara Da'I Muda Langkat

SMP IT Suara Da'I Muda Langkat is a private junior high school that located in North Sumatera, Langkat. This school uses Islam as the main guide for religious education. This school was founded in 2017.

SMP IT Suara Da'I Muda Langkat was built on December, 4th 2017 by the first headmaster of SMP IT Suara Da'I Muda Langkat, Mr. Adenin. SMP IT Suara Da'I Muda Langkat got operational permission number 421.2/0838.II/2017.

The beginning of this school building has a new architecture (without doors and windows). This school also does not have enough chairs and tables, so the students learn to sit on the floor by using mats. During its construction, the SMP IT Suara Da'I Muda Langkat building was assisted by infaq and alms from the people in langkat. In the first year, SMP IT Suara Da'i Muda Langkat got fifty students only. But overtime, this school is developed rapidly. Now days, SMP IT Suara Dai Muda Langkat has six classes with 150 students from class VII to class IX.

2. Geographical Location of SMP IT Suara Dai Muda Langkat

SMP IT Suara Dai Muda Langkat is located at pasar 3 street Tanjung Beringin, hamlet VII Tanjung Mulia village, Hinai District, Langkat Regency, North Sumatera, 20854.

3. Vision, Mission and Goals of SMP IT Suara Dai Muda Langkat

3.1. School Vision

A school dreamed of by all school members and the community is a school with a learning environment capable of developing the full potential of the students to the maximum that is imbued with cultural characters. To that end, SMP IT Suara Da'I muda Langkat has a set a vision of *“Creating Intelligent and Skilled Islam Generations and Akhlaqul Qarimah.”*

3.2. School Mission

To achieve this vision, it is necessary to carry out a mission in the form long-term activities with clear directions. The mission of SMP IT Suara Da'I Muda Langkat is *“To Create Creative, Active and Innovative Students Who Are Useful to The Surrounding Community.”*

3.3. The Purpose of The School

purpose of the school refers to the vision and mission of the school, as well as general goals. Basic education, the purpose of schools in developing this education is to prepare students to be able to face challenges in the future, efforts are made to improve achievement in the field:

- teaching and learning process activities
- extra-curricular activities
- religious culture
- application of science and technology
- concern for the environment, greening, and cleanliness

B. Data Description

The data from this analysis are quantitative data. The purpose of this study is to decide whether the technique is important in writing descriptive text or not to enhance the students. Quasi experimental research design was performed on the results, and fifty students were taken as samples of this research. They were split into two groups, namely the class of experiment and control. Using outdoor activities, the students in the experiment class were taught and the students in the control class were taught by the lecturing method. The population of this study was the 7th grade students at SMP IT Suara Dai Muda langkat. VII-1 was the experiment class and VII-2 was the control class. The analysis was completed within two weeks, with two therapies requiring four meetings together. Essay writing assessments from the pre-test and post-test were given to both experiment and control groups.

1. Students' Score of Pre-test and Post-test in Experimental Class

1.1. The Result of Pre-test of Experimental Class

Students in class VII-1 at SMP IT Suara Da'I Muda Langkat were the experimental class in this report. This class had 25 students. The pre-test results of the experimental class can be seen in the table below:

Table 4.1

Result Data of Pre-test of Experimental Class

N	Valid	25
	Missing	0
Mean		56.40
Median		55.00
Mode		55
Std. Deviation		6.042
Variance		36.500
Range		25
Minimum		45
Maximum		70
Sum		1410

Based on the above table, it was shown that the total pre-test score in the experiment class was 1410 and the highest pre-test score in the experiment class was 70, the lowest score was 45, and the mean score was the total of all students in the experimental class, resulting in 56.40. The median of the data was the value dividing the maximum data from the minimal data. The median was 55.00 in this pre-test, based on the results. The score that frequently appeared, which was 55, was mode. And the standard data deviation was 6,042. The score sets reflected a variation in the population. The score of the students in the pre-test variance was 36,500. And then, from the highest score to the minimum score of 25, the data range was determined.

1.2. The Results of Post-test of Experimental Class

The post-test was administered after the therapy was completed. In this class, 25 students were present. The result score of the experimental class post-test can be seen in this table below;

Table 4.2
Result Data of Post-test of Experimental Class

N	Valid	25
	Missing	1
Mean		75.80
Median		75.00
Mode		75
Std. Deviation		4.491
Variance		20.167
Range		15
Minimum		70
Maximum		85
Sum		1895

We can see from the following table that the cumulative score of post-test students in the experimental class was 1895. And the overall post-test average was 75.80. It revealed that the highest Post-test score in the experiment class was 85, based on the table above, the lowest score was 70. The median for the results, then, was 75.00. Mode was the rating that commonly appeared, 75. And the standard data

deviation was 4.491. The difference in the score of the students in the post-test was 20.167. And then, from the highest score to the minimum score of 15, the data range was determined.

2. Students' Score of Pre-test and Post-test in Control Class

2.1. The result of Pre-test of Control Class

In this study, at SMP IT Suara Da'I Muda Langkat, the control class was VII-2. This class was made up of 25 pupils. The pre-test was conducted in order to see the writing skill of the learners in descriptive text. The findings can be seen in the table below:

Table 4.3
Result Data of Pre-test of Control Class

N	Valid	25
	Missing	0
Mean		47.00
Median		45.00
Mode		45
Std. Deviation		6.292
Variance		39.583
Range		25
Minimum		35
Maximum		60
Sum		1175

The above table explained the ability of the students to write descriptive text taught by the lecturing technique, which revealed that the highest pre-test score was 60, the lowest score was 35, and the mean pre-test was 47.00. And then, 45,00 was the median of the results. The Data Mode was 45. The data standard deviation was 6,292. The variation in the pre-test student score was 39,5833. The range of the results, then, was 25.

2.2. The Result of Post-test of Control Class

After analysis the results of pre-test in control class, it is needed to analysis the result of post-test. The result of Post-test could be seen in the table below:

Table 4.4
Result Data of Post-test of Control Class

N	Valid	25
	Missing	5
Mean		65.60
Median		65.00
Mode		65
Std. Deviation		4.637
Variance		21.500
Range		20
Minimum		60
Maximum		80
Sum		1640

It showed that the total score of students in the Post-test control class was 1640, based on the above results. And the overall post-test average was 65,60. Based on the above table, it was seen that the Post-highest test's score in the control class was 80, the lowest score was 60. The median for the results, then, was 65.00. The Post-test Mode Score was 65. And the standard data deviation was 4.637. The student score in the Post-test variance was 21,500. And then, the data range was 20.

On the basis of the above explanation, it was shown that the score of students in the experimental class was greater than the score of students in the control class. And the average performance and mean score in the experiment class and control class showed that there is a substantial influence between pre-test and post-test in improving the student score. Instead of the control class, the average score of the two classes increased more dramatically. It could be seen that the two groups earned points across the range. The experimental class increased from 5,640 to 47,00 with 41,36 points, while the control class increased from 47,00 to 65,60 points with 18,6 points.

C. Data Analysis

1. Normality Test

The normality test is used to decide if a data set is well-modelled by a normal distribution and to determine how likely it is to be normal for a random variable that underlies the data set. If the result of absolute differences in number showed less than the result in the Lilliefors table, the test will be normal distribution.

The search for normality is performed using the Lilliefors test. That is to accept or reject the hypothesis, I compared the table $\alpha = 0,055$ with the $Lo < Lt$ from Lilliefors.

a. If $Lo < Lt$ = data is distributed normally (accepted)

b. If there is no normal distribution of $Lo > Lt$ = data (rejected)

The researcher conducted the test of normality that would be measured using SPSS 22. In the table, normality checking can be seen :

1.1. Normality test of Experimental Class

Table 4.3

Tests of Normality of Experimental Class

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre-test	.232	25	.072	.906	25	.252
Post-test	.251	25	.192	.870	25	.355

a. Lilliefors Significance Correction

Based on the figure, the pre-test normality test of the experiment class, it can be shown that the significance score in Kolmogorov-Smirnov was 0,072. Furthermore, the significance of the normality of the Shapiro-Wilk pre-test

experimental class was 0,252. It is more than the value of alpha (0,05). So, it could be inferred that, usually, the data was transmitted.

Then, the post-test normality test of the experimental class, stated in table, the post-test normality test of the experimental class, showed that the significance score in Kolmogorov-Smirnov was 0,192 ($p > 0,05$). Meanwhile, in Shapiro-Wilk, the importance of the normality test for the post-test experimental class score was 0,355 ($p > 0,05$). So, it could be argued that it was delivered normally.

1.2. Normality test of Control Class

Table 4.4

Test Normality of Control Class

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre-test	.185	25	.028	.932	25	.098
Post-test	.271	25	.051	.826	25	.170

a. Lilliefors Significance Correction

Based on the table above, we can see where the normality test of the control class pre-test was 0.028, the significance score of the Kolmogorov-Smirnova test. Meanwhile, the significance of the Shapiro-Wilk pre-test normality test was 0,098. So, it could be inferred that the information was generally transmitted.

In addition, based on the table, the post-test significance score for Kolmogorov-Smirnova was 0.051 ($p > 0.05$). Although in Shapiro-Wilk, the significance ranking was 0.170. So, it could be inferred that the information was usually transmitted.

It demonstrates that normality is essential, based on the statement above. That is demonstrated by the significance of 0.028 in the Lilliefors Pre-test of Control Class table. Meanwhile, the importance of the post-test data in the Lilliefors table is 0.051. The importance of Control Class pre-test and post-test data is far smaller than the Lilliefors table of calculations with the critical points of 25 = 0.1726. It can be assumed that the findings of the Control Class pre-test and post-test are natural. Therefore, the pre-test and post-test findings are typically distributed by the control class.

2. Homogeneity Test

The investigator conducted the homogeneity test after the normality test, which would be measured using SPSS 22 in order to test the similarity of the two classes, the experiment and the control class. To measure the homogeneity test, the researchers used the Levene Statistic test. If the result of the data was greater than 0.05, the data will be homogeneous. The outcomes are presented as follows:

Table 4.5 Test of Homogeneity of Variance for Pre-test and Post test

	Sum of Squares	Df	Mean Square	F	Sig.
Pre-test Between Groups	1104.500	1	1104.500	29.034	.003
Within Groups	1826.000	45	38.042		
Total	2930.500	46			
Post-test Between Groups	1300.500	1	1300.500	62.424	.590
Within Groups	1000.000	45	20.833		
Total	2300.500	46			

The product of the pre-test homogeneity test and ANOVA of the experimental class and control class, based on the table above, shows that the pre-test significance between the experiment class and the control class is 0.03. Therefore, pre-test findings are typically distributed in both class, experiment and control classes.

And instead, from the table above, the outcome of the post-test homogeneity test and the experiment and control class ANOVA shows that the post-test significance between the experiment and the control class is 0,590. Therefore, the post-test outcome is typically distributed in both class, experiment and control class.

3. T-test

After the normality test and the homogeneity test were measured, the researchers determined the results using the SPSS 22 T-test. It is necessary to consider the important distinction between the writing ability of students in the experimental class and the writing ability of students in the control class. And then

the researcher used the t-test to gain both class, experimental and control class rankings. The examiner used the post-test data in both groups.

After counseling, the outcome of the post-test was both class, experiment and control class. In the following table below, the t-test result for the post-test score of both groups is presented:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.070	.792	7.901	48	.000	10.200	1.291	7.604	12.796
	Equal variances not assumed			7.901	47.951	.000	10.200	1.291	7.604	12.796

Based on the statistics, the researcher compared the importance and the table to know whether or not using the Outdoor Activity strategy in writing teaching is successful in improving the writing skills of students. Reviewing the results, it shows that with the Sig the result of $t_{\text{value}} = 7.901$. = 0.000. (2-tailed) And 0.05 (5

percent) table as the amount of importance is 2.014 with the degree of freedom of 48 (df). $t_{\text{value}} = 7,901 > \text{table} = 2.014$ and the sign can be found. $0.000 < 0.05$ is (2-tailed).

Based on the results above, it could be seen that the sig is a value. (Tailed Two) is 0,00. It is inferior to 0,05 ($0,00 < 0,05$). This indicates that there was a major difference between the experiment and the control class.

4. Hypothesis Test

The testing of hypotheses is important because the calculation of The hypothesis test is to address the problem formulation of this study: "Is there any significant impact of outdoor activity on the students Descriptive Text Writing?"

To find out if the descriptive writing of the students taught by the technique of outdoor activities is better than without outdoor activities. The data was analyzed using the t-test formula to address the problems in this analysis.

The formula is as follow:

$$t_{\text{hitung}} = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{N_1 + N_2 - 2} \right) \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$t_{\text{hitung}} = \frac{75,80 - 65,60}{\sqrt{\left(\frac{(25 - 1)4491 + (25 - 1)4637}{25 + 25 - 2} \right) \left(\frac{1}{25} + \frac{1}{25} \right)}}$$

$$t_{\text{hitung}} = \frac{10,2}{\sqrt{\left(\frac{107,784 + 111,288}{48} \right) \left(\frac{2}{50} \right)}}$$

$$t_{hitung} = \frac{10,2}{\sqrt{\left(\frac{219,072}{48}\right)\left(\frac{2}{50}\right)}}$$

$$t_{hitung} = \frac{10,2}{\sqrt{\frac{438.144}{2400}}}$$

$$t_{hitung} = \frac{10,2}{\sqrt{0,182}}$$

$$t_{hitung} = \frac{10,2}{0,426}$$

$$t_{hitung} = 23,943$$

The formula discription:

$$X_1 : 75,80$$

$$n_2 : 25$$

$$X_2 : 65,60$$

$$s_1^2 : 4.491$$

$$N_1 : 25$$

$$s_2^2 : 4.637$$

After getting the t-test score (23,943) and then, the value was consulted with the t_{tabel} d.b $= n_1 + n_2 - 2 = 25 + 25 - 2 = 48$ with $t_{0,05} = 2,010$, so it is said to be significant.

From the result of calculation above, it can be concluded that there is a significant difference from the class whose learning process is outside the classroom (outdoor activity) with the class where the learning process in the classroom. Mean of control class was 65,60 while mean of experimental class with the outdoor activity was 75,80. Then it obtained a significant value from the results

of the calculation using the formula was 23,943, which means that $t_{hitung} > t (23,943 > 2,010)$. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is rejected.

The conclusion is obtained as follows:

H_a : There is a significant difference in the writing abilities of students between students who are taught by the technique of outdoor activities and those who are taught without using outdoor activities.

H_0 : There is no substantial difference in the writing ability of students between students taught by the strategy for outdoor activity and those without using the strategy for outdoor activity.

To summarize, the $t > table$ and the sign were observed. $(2\text{-tailed}) < 0.05$, which means (2-tailed) That H_a is acknowledged. Therefore, it can be concluded that outdoor activities are more important efficient than the teaching approach in classroom writing teaching.

D. Discussion

From data analysis, the ability of students to write descriptively at SMP IT Suara Da'I Muda Langkat's seven grade was better after using outdoor activity than those before teaching outdoor activity.

On the basis of quantitative results, it can be found that the pre-test mean is in the experimental class was 56.40 and the post-test was 75.80, while the average was

75.80. The control class pre-test was 49.60 and the post-test was 65.60. This implies that there is a distinction between experiment and control class.

The outcome of this comparison is in line with the theory that Adelia Vera described in her book entitled *Methods of Teaching Children Outside the Classroom*, namely that the first benefit of teaching and learning activities outside the classroom is that the incentive for learning to learn will increase because this activity uses the open nature as a classroom facility. Students can study without space constraints that can cause boredom, so they are more excited about learning.³⁴

The $t_{\text{value}} = 23,943$ was found after the researcher's calculation from the above results, while the $t_{\text{table}} = 2.010$. It suggests that the writing ability of students taught by outdoor exercise was important at 0.05. From the outcome, the researcher found that the writing skill of the students that were taught outdoor activity strategy was significant.

In other words, by using outdoor activities, the writing skill of the students is more successful. In addition, on the basis of the t-test estimate, H_0 was rejected and H_a was accepted. The outcomes of the pre-test and post-test data of the students taught by outdoor activity were higher than those taught by presentation practice development.

From the findings, the researcher was performed on the basis of the techniques that are important to the ability of students to compose, as the study finding and

³⁴ Adelia Vera, *Metode Mengajar Anak di Luar kelas (outdoor activity)* Jogjakarta: DIVA Press, 2012, p. 28

discussion above, by using outdoor activity. It implies that the writing potential of the students taught by the strategy of outdoor exercise was higher than taught by the technique of lecturing.

CHAPTER V

CLOSING

A. Conclusion

On the regard to the research results, it can be concluded that the capacity of students to write taught by using outdoor activities is better than taught by using the lecturing method. The researcher therefore concluded that there is a substantial difference in the capacity of students before and after being taught to write descriptive text using outdoor activity at the seven grade students of SMP IT Suara Da'I Muda Langkat in academic year 2020/2021.

The influence of the outdoor activity approach on the writing capacity of the students was important. The value result is 23,943 while the table is 2.010 (T observed > Table, 23,943 > 2.010). This implies that H_0 is refused and H_a is acknowledged. There is, therefore, a major influence of the outdoor activity approach on the writing skill of the students. In other words, outdoor activities is productive and suitable strategy will increase the capacity of students at the seven grade students to write descriptive text.

B. Implication

Implications are taken from the study findings. The study showed that there is a substantial difference in the writing skill of students between students who are taught using an outdoor activity technique and those who are taught using a lecturing approach. In addition, this study suggests that it is important to use the strategy of outdoor activity in teaching writing, especially in descriptive text.

In view of the other inference, it means that the use of outdoor activity strategy is capable of promoting the development of the writing capacity of students in which it can be seen by using the Outdoor Activity strategy from the success of the test scores of the students after provided care. In order to influence the writing skill of students, it is required that English teachers are strongly recommended to use the Outdoor Activity technique for teaching writing.

In learning vocabulary, students are inspired and relaxed when they are taught using the Outdoor Activity approach. It implies, therefore, that the use of the Outdoor Activity strategy will sustain the interest of students and help them improve writing well.

In particular, during the study, the use of the Outdoor Activity strategy can affect the writing ability of the students. Therefore, in teaching prose, in particular in descriptive text, the implementation of the Outdoor Activity strategy needs to be constantly applied. It is because the use of the Outdoor Activity Approach can be an efficient strategy to assist students with the ability to write and establish an enthusiastic learning process to meet the level of learning process competence.

C. Suggestion

The researcher gave some advice in conjunction with the research results obtained from this research. Firstly, in their teaching learning process, English teachers are suggested to use Outdoor Exercise, which is not monotonous, not only fixed on worksheets and lecturing methods. The students will therefore pay more attention, are engaged and willing to experience the learning process and, of course,

have inspired them to study more actively. Outdoor activities can affect the ability of students to compose. Secondly, the researcher interested in doing a study similar to this study should attempt to apply Outdoor Activity to various genres to show the effectiveness of Outdoor Activity on the writing skills of the students. Finally, the researcher believes that the study still needs validation from the next researcher with this study on a similar subject.

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APPENDIX I

LESSON PLAN (Experimental Class)

School : SMP IT Suara Da'I Muda Langkat
 Subject : English
 Topic : Descriptive Text
 Class : VII
 Time : 2 x 45 minutes

A. Standard Competence

Express thoughts, feelings, information and experiences in writing in the form of essays, invitation letters, and written dialogues.

B. Basic Competence

Write essays based on experience by paying attention to choices spelling

C. Indicator

- Explain the meaning of the essay description correctly.
- Correctly write the outline based on the object of observation
- Develop the framework of the composition into a complete composition with right

D. Objective

After participating in the lesson and listening to the student teacher's explanation could:

- Explain the meaning of the description essay.
- Writing the outline of the essay based on the object of observation correctly.
- Developing the outline of the composition into a complete composition with right.

E. Teaching Material

1. Definition of Descriptive Paragraph

The descriptive text is a paragraph describing a specific person, location, animals, even units of time such as days, days, seasons, etc. A descriptive paragraph may be used to explain more about people's appearance, character or personality and how objects, looks, smells, tastes or sounds are replicated.

2. Social Function of Descriptive Paragraph

Describing a specific person, object, or place is the social feature of the descriptive paragraph.

3. Generic Structure of Descriptive Paragraph

These are two stages in the production of a written descriptive paragraph. There are:

- Identification: the phenomenon to be mentioned is defined, and
- Description: sections, qualities, characteristics are listed.

4. Grammatical Functionality

- Simple Tense for Present
- Degree of Contrast
- Adjective
- The Adverb

5. The example of Descriptive Paragraph

Identification:	My cat
Description:	I've got a cat in my house and it's a male cat. I love to call him "Papay." He's an adorable cat, and my cat is adorable. There's fat on his body. He has hair that is brown and white.

6. **Method of Learning** : Outdoor Activity method

7. **Media Source**: English text book

Media : Post-it Notes

8. Teaching Learning Process

Fase	Activity
Opening	<ul style="list-style-type: none"> • The teacher conditions the students. • The teacher holds apperception. • The teacher responded to student answers. • The teacher conveys a goal learning.
Main Activity	<ul style="list-style-type: none"> • The teacher gives an example of how describe an object. • The teacher explains understanding about descriptive. • The teacher divides students into 4 groups. • The teacher divides the worksheets and explains things that participants have to do by students. • Students leave class to observe objects that have determined by the teacher, namely the school student yard. • The teacher invites students to play games by describing an object • Students write down their observations on student worksheets. • Students return to class. <p>Inquiry:</p> <ul style="list-style-type: none"> • Each group discussed for develop observations become an outline.

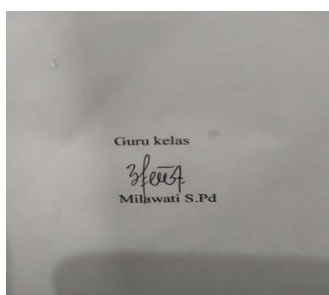
	<ul style="list-style-type: none"> Learners develop a framework of the essays they have make in groups into a complete composition of descriptions. <p>Real appraisal:</p> <ul style="list-style-type: none"> Some students read aloud the results of essays in front of the class. Students and teachers discuss the results of the essays made by participants Students <p>Reflection:</p> <ul style="list-style-type: none"> Students with teachers summed up the material that has been studied.
Closing	<ul style="list-style-type: none"> The teacher gives homework to the students. The teacher provides a follow-up form giving motivation Teacher closes the class

Hinai, 24 October 2020

Mengetahui,

Guru Kelas

Mahasiswa Penelitian



Milawati S.Pd

Abirah Tuz Zahrah

APPENDIX II

LESSON PLAN

(Control Class)

School : SMP IT Suara Da'I Muda Langkat

Topic : Descriptive Text

Class : VII

Time : 2 x 45 minutes

A. Standard Competence

Express thoughts, feelings, information and experiences in writing in the form of essays, invitation letters, and written dialogues.

B. Basic Competence

Write essays based on experience by paying attention to choices spelling

C. Indicator

- Explain the meaning of the essay description correctly.
- Correctly write the outline based on the object of observation
- Develop the framework of the composition into a complete composition with right

D. Objective

After participating in the lesson and listening to the student teacher's explanation could:

- Explain the meaning of the description essay.
- Writing the outline of the essay based on the object of observation correctly.
- Developing the outline of the composition into a complete composition with right.

E. Teaching Material

1. Definition of Descriptive Paragraph

The descriptive text is a paragraph describing a specific person, location, animals, even units of time such as days, days, seasons, etc. A descriptive paragraph may be used to explain more about people's appearance, character or personality and how objects, looks, smells, tastes or sounds are replicated.

2. Social Function of Descriptive Paragraph

Describing a specific person, object, or place is the social feature of the descriptive paragraph.

3. Generic Structure of Descriptive Paragraph

These are two stages in the production of a written descriptive paragraph. There are:

- Identification: the phenomenon to be mentioned is defined, and
- Description: sections, qualities, characteristics are listed.

4. Grammatical Functionality

- Simple Tense for Present
- Degree of Contrast
- Adjective
- The Adverb

5. The example of Descriptive Paragraph

Identification:	My cat
Description:	I've got a cat in my house and it's a male cat. I love to call him "Papay." He's an adorable cat, and my cat is adorable. There's fat on his body. He has hair that is brown and white

6. Strategy of Learning: Lecture strategy

7. Media Source: English text book

Media : Board Marker, white board

8. Teaching Learning Process

Fase	Activity
Opening	<ul style="list-style-type: none"> • Greeting • Ask the students to pray • Check the students' attendance • Teacher ask the students about material discussed on the previous meeting
Main Activity	<ul style="list-style-type: none"> • Teacher delivers students' work from the previous meeting • Teacher gives introduction about materials by asking some questions. "Do you know descriptive paragraph" "What do you think about descriptive paragraph" • Teacher asks the students' about the picture ("so, what do you think the picture tell you?") • Students' respond to teacher's question • Teacher gives explains about descriptive paragraph (about social function, Generic structure, Lexicon grammatical features) • Teacher shows and give an example of descriptive paragraph. • Teacher asks the students to read and identify the descriptive paragraph. • Teacher asks students to write a descriptive paragraph based on their own language.

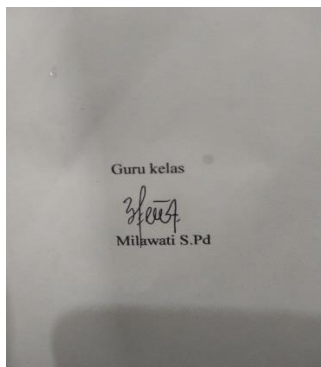
Closing	<ul style="list-style-type: none"> • Ask the students to give the conclusion of the topic • Teacher closes the class
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Hinai, 24 October 2020

Mengetahui,

Guru Kelas

Mahasiswa Penelitian



Milawati S.Pd

Abirah Tuz Zahrah

APPENDIX III

Pre-Test Instrument

Name:

Class:

- 1) What do you think about this picture?



- 2) Use the right adjective in the following paragraph to complete this paragraph!

I've got (1) ... a brother. Wahyu is his name. He is (2)... a senior high school student. He is a (3) ... boy. Like my mother, he is. His skin is (4) ... every Sunday, he generally goes to the sport center, either by himself or with some of his buddies. He'll invite me to join him once for a while to get some work out. He's just (5) ...brother.

Clever

Black

Energic

Older

Handsome

Short

- 3) Read the text carefully and indicate the generic structure with a sign.

I have buddy. Her name is Loli. She's ten years old, and she's a junior high school first-grader. She is my beloved friends.

Loli has two small brown eyes, a sharp nose, tiny lips, and chubby cheeks that make her face look so sweet and round. Her straight black hair is very smooth and short. She has fair skin that makes her look shiny.

APPENDIX IV**Post-test Instrument**

Name:

Class:

A. describe each object below with your own words. Tell the physical appearance, and the characteristic!

1)



2)



B. read the text below and then answer the question!

I've got a cat. I name him Pompom because he's a dog from Pomerania Breed. It's a little puppy. The fur color of Pompom is brownish yellow. It features four legs. Their eyes are black. It has a short white tail. It has adorable paws. Pompom likes to eat a little bacon. Rarely should we give him dog food. He also enjoys drinking milk. My pet is very cute.

1) what kind of creature is pompom?

- a. a cat c. a little rabbit
- b. a dog d. a pet

2) what is the color of pet's?

- a. white c. yellow
- b. black d. brownish yellow

3) What is the favorites food for pompoms?

- a. sausage c. dog food
- b. milk d. fruit

3) what is the definition of "pet" in Indonesia?

- a. binatang liar c. binatang ternak
- b. binatang ternak d. binatang peliharaan

C. Make a simple sentence describing your school yard situation!

APPENDIX V**Key Answer**

Pre-test

1. older
2. clever
3. handsome
4. black
5. energetic

B. the first paragraph is identification and the second paragraph is Description.

Post-test

B.

1. b
2. d
3. a
4. d

APPENDIX VI

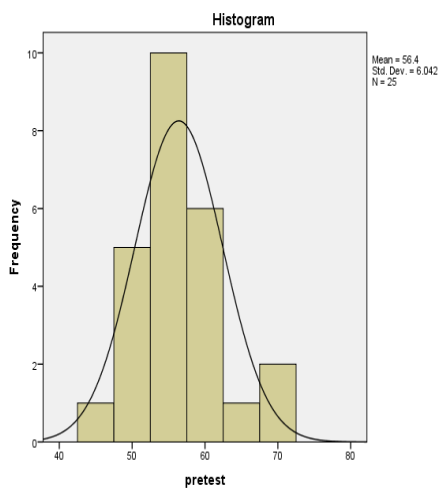
Students' Score of Pre-test and Post-test of Experimental Class

No	Students' initial	Pre-test	Post-test
1	AP	50	75
2	ADS	50	75
3	AR	55	70
4	AA	60	80
5	AND	55	80
6	AZ	55	75
7	BS	55	75
8	KTH	55	70
9	SSK	60	75
10	DHW	65	75
11	FR	70	85
12	GK	50	80
13	JR	55	70
14	MS	60	75
15	MF	60	80
16	MAPP	60	75
17	NS	55	80
18	RP	50	75
19	RM	45	70
20	RBR	55	70
21	TS	70	85
22	FA	55	75
23	WDP	55	75
24	DZ	50	70
25	MNS	60	80
Total		1410	1895

APPENDIX VII

Experimental Data Statistic of Pre-test

N	Valid	25
	Missing	0
Mean		56.40
Median		55.00
Mode		55
Std. Deviation		6.042
Variance		36.500
Range		25
Minimum		45
Maximum		70
Sum		1410

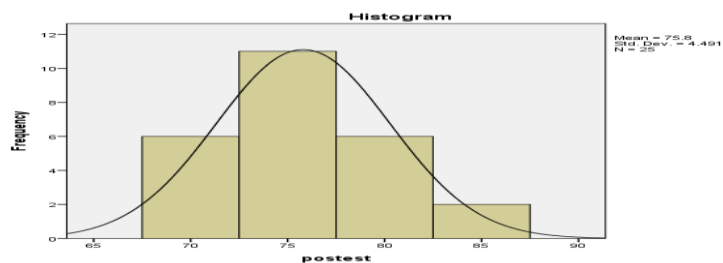


		pretest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	4.0	4.0	4.0
	50	5	20.0	20.0	24.0
	55	10	40.0	40.0	64.0
	60	6	24.0	24.0	88.0
	65	1	4.0	4.0	92.0
	70	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

APPENDIX VIII

Experimental Data Statistic of Post-Test

N	Valid	25
	Missing	1
Mean		75.80
Median		75.00
Mode		75
Std. Deviation		4.491
Variance		20.167
Range		15
Minimum		70
Maximum		85
Sum		1895



Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	6	23.1	24.0	24.0
	75	11	42.3	44.0	68.0
	80	6	23.1	24.0	92.0
	85	2	7.7	8.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

APPENDIX IX

Students score of Pre-test and Post-test in Control Class

No	Students' Initial	Pre-test	Post-test
1	AA	60	65
2	AS	40	60
3	DA	50	60
4	EF	50	65
5	FS	50	70
6	HR	45	65
7	IRS	40	65
8	JA	50	70
9	KA	55	60
10	MAS	45	70
11	ME	45	60
12	MFR	40	65
13	MR	40	65
14	NH	50	65
15	NBT	50	70
16	RC	50	70
17	RAG	45	70
18	RA	45	60
19	RSA	45	65
20	RJ	35	65
21	SV	55	65
22	SFN	45	65
23	WW	40	60
24	NS	60	80
25	MA	45	65
Total		1175	1640

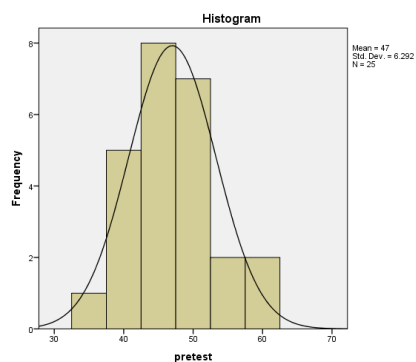
APPENDIX X

Control Class Data Statistic of Pre-test

Statistics

pretest

N	Valid	25
	Missing	0
Mean		47.00
Median		45.00
Mode		45
Std. Deviation		6.292
Variance		39.583
Range		25
Minimum		35
Maximum		60
Sum		1175



Pretest

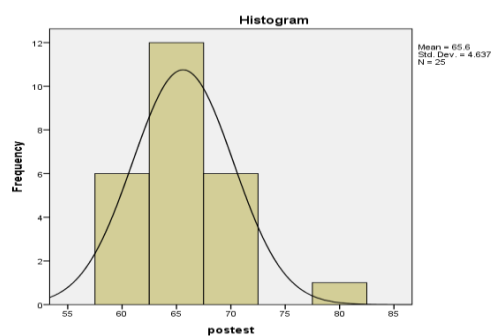
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	4.0	4.0	4.0
	40	5	20.0	20.0	24.0
	45	8	32.0	32.0	56.0
	50	7	28.0	28.0	84.0
	55	2	8.0	8.0	92.0
	60	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

APPENDIX XI

Control Class Data Statistic of Post-test

Statistics

N	Valid	25
	Missing	5
Mean		65.60
Median		65.00
Mode		65
Std. Deviation		4.637
Variance		21.500
Range		20
Minimum		60
Maximum		80
Sum		1640



posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	6	20.0	24.0	24.0
	65	12	40.0	48.0	72.0
	70	6	20.0	24.0	96.0
	80	1	3.3	4.0	100.0
	Total	25	83.3	100.0	
Missing	System	5	16.7		
Total		30	100.0		

APPENDIX XII

Test of Normality of Control Class

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.185	25	.028	.932	25	.098
posttest	.271	25	.000	.826	25	.001

		Statistic	Std. Error
pretest	Mean	47.00	1.258
	95% Confidence Interval for Mean	Lower Bound 44.40 Upper Bound 49.60	
	5% Trimmed Mean	46.89	
	Median	45.00	
	Variance	39.583	
	Std. Deviation	6.292	
	Minimum	35	
	Maximum	60	
	Range	25	
	Interquartile Range	8	
	Skewness	.382	.464
	Kurtosis	-.042	.902
posttest	Mean	65.60	.927
	95% Confidence Interval for Mean	Lower Bound 63.69 Upper Bound 67.51	
	5% Trimmed Mean	65.22	
	Median	65.00	
	Variance	21.500	
	Std. Deviation	4.637	
	Minimum	60	
	Maximum	80	
	Range	20	
	Interquartile Range	8	
	Skewness	1.109	.464
	Kurtosis	2.508	.902

APPENDIX XIII

Test of Normality of Experimental Class

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.232	25	.001	.906	25	.025
posttest	.251	25	.000	.870	25	.004

		Statistic	Std. Error
pretest	Mean	56.40	1.208
	95% Confidence Interval for Mean	Lower Bound 53.91	
		Upper Bound 58.89	
	5% Trimmed Mean	56.22	
	Median	55.00	
	Variance	36.500	
	Std. Deviation	6.042	
	Minimum	45	
	Maximum	70	
	Range	25	
	Interquartile Range	8	
	Skewness	.642	.464
	Kurtosis	.611	.902
posttest	Mean	75.80	.898
	95% Confidence Interval for Mean	Lower Bound 73.95	
		Upper Bound 77.65	
	5% Trimmed Mean	75.61	
	Median	75.00	
	Variance	20.167	
	Std. Deviation	4.491	
	Minimum	70	
	Maximum	85	
	Range	15	
	Interquartile Range	8	
	Skewness	.413	.464
	Kurtosis	-.389	.902

APPENDIX XIV

Table of Lilliefors

<i>N</i>	$\alpha = .20$	$\alpha = .15$	$\alpha = .10$	$\alpha = .05$	$\alpha = .01$
4	.3027	.3216	.3456	.3754	.4129
5	.2893	.3027	.3188	.3427	.3959
6	.2694	.2816	.2982	.3245	.3728
7	.2521	.2641	.2802	.3041	.3504
8	.2387	.2502	.2649	.2875	.3331
9	.2273	.2382	.2522	.2744	.3162
10	.2171	.2273	.2410	.2616	.3037
11	.2080	.2179	.2306	.2506	.2905
12	.2004	.2101	.2228	.2426	.2812
13	.1932	.2025	.2147	.2337	.2714
14	.1869	.1959	.2077	.2257	.2627
15	.1811	.1899	.2016	.2196	.2545
16	.1758	.1843	.1956	.2128	.2477
17	.1711	.1794	.1902	.2071	.2408
18	.1666	.1747	.1852	.2018	.2345
19	.1624	.1700	.1803	.1965	.2285
20	.1589	.1666	.1764	.1920	.2226
21	.1553	.1629	.1726	.1881	.2190
22	.1517	.1592	.1690	.1840	.2141
23	.1484	.1555	.1650	.1798	.2090
24	.1458	.1527	.1619	.1766	.2053
25	.1429	.1498	.1589	.1726	.2010
26	.1406	.1472	.1562	.1699	.1985
27	.1381	.1448	.1533	.1665	.1941
28	.1358	.1423	.1509	.1641	.1911

APPENDIX XV**Table of Homogeneity Test**

		Sum of Squares	df	Mean Square	F	Sig.
pretest	Between Groups	1104.500	1	1104.500	29.034	.000
	Within Groups	1826.000	48	38.042		
	Total	2930.500	49			
posttest	Between Groups	1300.500	1	1300.500	62.424	.000
	Within Groups	1000.000	48	20.833		
	Total	2300.500	49			

APPENDIX XVI

T-table

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

APPENDIX XVII**Reliability Statistics**

Cronbach's Alpha	N of Items
,877	40

APPENDIX XVIII**Documentation**






APPENDIX XIX

Surat Izin Penelitian

<https://siselma.uinsu.ac.id/pengajuan/cetakaktif/MTQ1>



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-12961/ITK/ITK.V.3/PP.00.9/10/2020 07 Oktober 2020
 Lampiran : -
 Hal : Izin Riset

Yth. Bapak/Ibu Kepala SMPS SUARA DA'I MUDA LANGKAT

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:


Nama	: Abirah Tuz- Zahrah
NIM	: 0304163198
Tempat/Tanggal Lahir	: Dilli Timor Leste, 04 Juli 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Jalan masjid Azizi No 36 tanjung pura langkat Sumatera Utara Kelurahan Pekan Tanjung Pura Kecamatan TANJUNG PURA

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMPS SUARA DA'I MUDA LANGKAT, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE EFFECT OF APPLYING OUTDOOR ACTIVITY ON STUDENT'S WRITING ABILITY IN DESCRIPTIVE TEXT

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 07 Oktober 2020
 a.n. DEKAN
 Ketua Program Studi Pendidikan Bahasa Inggris




Digitally Signed
Dr. Sholihatul Hamidah Daulay, S.Ag,
M.Hum
 NIP. 197506222003122002

Tembusan:
 - Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

APPENDIX XX

Surat Balasan penelitian


PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN DAN PENGAJARAN
SMPS-IT SUARA DA'I MUDA LANGKAT

Jl. Pasar III Tj. Beringin Dusun VII Desa Tanjung Muli Kec. Hinai Kabupaten Langkat Kode Pos 20854
 Email: suaramudakt@gmail.com NPSN : 69962910 NSS : 2020711021921

SURAT KETERANGAN

NOMOR:37/SMP IT-SDML/X/2020

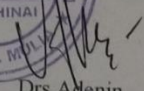
Kepala Sekolah Menengah Pertama Islam Terpadu Suara Da'I Muda Langkat dengan ini menerangkan bahwa :

Nama : Abirah Tuz-Zahrah
 NIM : 0304163198
 Tempat/ Tanggal Lahir: Dilli Timor Leste, 4 Juli 1998
 Program Studi : Bahasa Inggris
 Semester : IX (Sembilan)
 Alamat : Jln. Masjid Azizi No.36 Tanjung Pura

Benar nama tersebut di atas telah melakukan riset di SMP IT Suara Da'I Muda Langkat untuk mendapatkan keterangan dan data-data yang dibutuhkan dalam rangka penyusunan skripsi yang berjudul :

The Effect of Applying Outdoor Activity on Student's Writing Ability in Descriptive Text

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana perlunya.

Hinai, 24 Oktober 2020
 Kepala SMP IT Suara Da'I Muda
 Langkat

 Drs. Adenin

